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chology for the well-equipped teacher, and in this I do not refer alone to the high school teacher, but to those of every grade, the book under review readily finds an excuse for being. It is a volume in the publishers' Brief Course in Education Series and in the reviewer's opinion it is well placed.

Every teacher who is interested in becoming a better teacher will profit by a careful study of this book. It is well organized and the selection of material is well-balanced. The teacher who makes a close acquaintance with this book will surely be led to read further. And this suggests one of the strong points of the book. The bibliographies at the end of each chapter, and the general one at the close of the book are good, exceptionally so. The general bibliography might have been more serviceable had it been classified in subject order rather than just an alphabetical list. Another good feature of the book is the topics for study and for reports, and the problems for solution placed at the end of each chapter. The book may be safely commended to the teacher looking for a good introduction to the study of sociology.—G. O. M.

EDUCATION IN TEXAS. Compiled by Frederick Eby. Education Series No. 2, University of Texas Bulletin No. 1824. Austin, 1918. Pages xv 963. Price \$2.50.

This is a volume of source materials carefully selected and made accessible to enable students of the history of Texas to get a better acquaintance with the progress of education in that State. The work of selection has been done well as has also the editing. It is a unique contribution to the history of education in that State.

The materials included in the volume cover wide range, beginning with the early educational efforts of the Spaniards and coming on down to 1890. The original purpose of the compiler was to bring the sources down to the present. But this purpose was abandoned when it became evident that the volume would be entirely too bulky if the period from 1890 to the present were adequately covered. Moreover, by 1890 "all the fundamental features of our present educational system had become permanently established. The people of Texas had finally adopted the policy of a free public school system, including all grades from the primary to the University. . . . From that time there has been no serious interruption in the progress of education in the State. The only fundamental additions have been the adoption of compulsory attendance in 1915, and the recognition of the kindergarten as an integral factor in a public educational system in 1917." For these reasons the latter decades are not covered in the compilation. Practically no material concerning the University of Texas is included in the volume, because Dean H. Y. Benedict's rather complete Source Book is already accessible.

The book contains materials dealing with the Spanish period, the Mexican period, the period of the Republic, the period from annexation to the Civil War, the period of the war and Reconstruction, and a great deal of space is given to materials dealing with the re-establishment of the public school system in the seventies and with efforts during the years from 1883 to 1890, when the state school system was finally established. Throughout there are added to the enactments and official reports and documents the observations and views of contemporary critics which add greatly to the value of the book. The volume is therefore rich in documentary and source material dealing with education and will serve greatly to lessen the difficulty of students in getting a view of the subject. When this kind of work is done for all the Southern States (Mr. C. L. Coon did it for North Carolina for the period 1790-1840 and Dean M. C. S. Noble of the University of North Carolina is now engaged in bringing it down to the present) the student of the history of education in the South will have his task rendered easier and safer also. Mr. Eby's volume is an admirable contribution to this end. A highly valuable feature of the work is a most complete bibliography comprising 72 pages.—EDGAR W. KNIGHT.

PUBLICITY CAMPAIGNS FOR BETTER SCHOOL SUPPORT (SCHOOL EFFICIENCY MONOGRAPHS), Carter Alexander and W. W. Theisen. World Book Company, Yonkers, New York, 1921. Pages viii—164. Illustrated. Price \$1.35.

The purpose of the handbook is to aid those struggling to secure adequate financial support for public schools. The experience of many communities in the effort to secure more financial support for schools shows that competition with the many demands for increased taxes for other purposes makes a forceful campaign on the part of school officials necessary if a convincing case is presented to the citizens. The present volume presents the principles and procedures underlying the operation of successful school publicity, and the causes of the failure of unsuccessful campaigns are given. The book contains an analysis of the technique and generalship of leaders in school campaigns and presents also material that provides facts and arguments to meet every situation. It will be valuable for superintendents and school boards. The book also contains a selected bibliography of publicity methods.—E. W. K.

HOW TO MEASURE IN EDUCATION. William A. McCall, Assistant Professor of Education, Teachers College, Columbia University. New York: The Mcmillan Company, 1922. xiii 410 pages.

Professor McCall's book should be read carefully by anyone who desires to know all that is being pro-

posed in the field of educational measurements. Although every teacher would find in this volume numerous sections of unusual interest, it is not well adapted for beginners in the field of testing. Dr. McCall has attempted to state many ordinary operations and facts in algebraic formulae, which are convenient for one who has learned how to use them but somewhat mystifying to the uninitiated. Many of the schemes proposed can be judged only by those who have wide experience in educational practice, and after extensive scientific checking of the results.

The volume is divided into three parts. The first part discusses the uses of measurements in education, the second gives directions for the development and standardization of new tests, and the third gives very briefly the statistical methods necessary for the interpretation of test results.

Although the reviewer is in sympathy with the evident purposes of the writer, he does not fully share the writer's confidence in the accuracy of the tests and sales now available. It may in some future day be possible and wise to depend on the reliability of an educational measurement to the extent of drawing from it various derived quotients and indirect conclusions, but that day has hardly arrived. We need at present more ordinary good sense and intelligent understanding of the limitations of the scales used, rather than more elaborate formulae for treating the scores. Measurements are perhaps the most useful tools available to teachers, but even the most elaborate statistical calculations with the results will not overcome the crudeness of the tools employed.—M. R. T.

THE TREND IN AMERICAN EDUCATION. James Earle Russell. Volume Four in the American Education Series, edited by George Drayton Strayer. American Book Company, New York, 1922. Pages 294. Price \$1.28.

This is a very notable collection of addresses, essays and articles by Dean Russell of Teachers College, Columbia University, and the book covers a very wide range of topics. The title to the volume is given by the introductory essay, called "The Trend in American Education," which is a revised reprint of an article appearing in the "Educational Review" sixteen years ago. Other subjects discussed include "The Training of Teachers for Secondary Schools" an address made before the National Education Association in 1901; "The Educational Value of Examinations for Admission to College," which first appeared in the "School Review" in 1903; "The Opportunities and Responsibilities of Professional Service," reprint of the com-

mencement address delivered at the Alabama Polytechnic Institute in 1906; "The Call to Professional Service," reprint of an article which appeared in the Columbia University Quarterly in 1908; "The School and Industrial Life," reprint of an article from the "Educational Review" in 1909; "Professional Factors in the Training of the High School Teacher," which appeared in the "Educational Review" in 1913; "Specialism in Education," an article which appeared in the "American Schoolmaster" in 1913; "Co-education in High Schools," revised reprint from "Good Housekeeping" in 1913; "The Vital Things in Education," revised reprint from the same magazine for March 1914; "Scouting Education," revised reprint from the "Teachers College Record" for January, 1917; "Education for Democracy," revised reprint from the "Teachers College Record," May 1918; "The Organization of Teachers," an address delivered before the summer session at Teachers College in 1919; and "The University and Professional Training," an address delivered at the inauguration of President Coffman at the University of Minnesota in 1921.

School men and women throughout the country will welcome this collection of Dean Russell's thoughtful essays and speeches on these problems of education. During the past twenty-five years Dean Russell has been responsible for the rather remarkable growth of an educational institution which has trained leaders for every phase of education in this country. During these years he has thought and planned and his leadership is outstanding. Another contribution is made by him in bringing together in accessible and usable form this record of his thought concerning perplexing educational problems. The various chapters are definite and specific and have been revised since they originally appeared. Among the outstanding chapters are "The School and Industrial Life," "Specialism in Education," "The Vital Things in Education," "Scouting Education" and "The University and Professional Training."—E. W. K.

Our best schools are not built by school officials who take counsel of their *doubts* and *fears*, nor by those who are so sensitive that they cannot at times stand a little criticism. Progressive schools are directed by progressive officials.

Socrates said, "Bad men live that they may eat and drink whereas good men eat and drink that they may live."—Plutarch.